FELIX ADLER

1852-1933

AS THIS issue of Child Study was going to press, the Child Study Association learned with profound sorrow of the death of Felix Adler, on April 24 in his eighty-second year. As founder of the Society for Ethical Culture, educator and leader in social reform, he occupied a unique position in the nation's intellectual and spiritual life. With many other educational and social movements, parent education is the direct outgrowth of Dr. Adler's work; for the first child study group met under his immediate guidance. In his death, the Child Study Association mourns the loss of the great leader to whose vision it owes its being and by whose philosophy its efforts have been guided and inspired throughout the forty-five years of its existence. To his memory, we offer the one tribute ever acceptable to his great spirit—the firm resolve to follow in his footsteps with what strength we may along the paths that lead to the goals of his high ideals.

Bird S. Baker

The Editors' Page

THE home is of necessity facing change. Industry has taken over much of its work; more people live in cities; families are smaller; housing is more cramped; recreation has gone elsewhere. There is more moving, and a breaking away from community opinion as a guide to conduct. Through schools, health protection, playgrounds and recreation programs, communities, on the one hand, have been taking over some of the home's responsibilities. And on the other, youth itself meets the urge for companionship by the formation of gangs and clubs. These are not necessarily to be deplored. They are one phase of a great social adjustment and they have their protective values as well as their harmful possibilities.

AS TO whether their influence is to prove good or bad, home conditions may well be the chief determining factor. For the home still has the child at the most impressionable age. It lays the basis for aesthetic appreciation in many ways, from its selection of furnishings to its taste in radio music and clothing styles. It sets standards of social relations and ethical values. Through sympathetic family relationships the child learns unconsciously to maintain his own individuality and still accept the give-and-take of human relationships. Playing and working together in a family not only teaches invaluable attitudes toward playing and working with other people; it also strengthens family guidance of youth in contacts with the outside world.

DURING adolescence these outside contacts are important in helping the youth to achieve that independence which is an essential part of "growing up." Through growing interests and ties outside the home he satisfies his desires for associations with his own age group and learns those social patterns which will fit into the life of his contemporaries. It is in these human relationships that the close family group within the home will in future prepare the child to play his part in the varied groupings he will find when he goes beyond its four walls.

Louise Stanley

The Urge To Belong

LEROY E. BOWMAN

TOM SAWYER, Penrod, Skippy and all "reg'lar fellers," both in flesh and fiction, carry in their hearts one dumb but profound conviction—life isn't worth living if you don't "belong." And by belonging they mean not the relationships imposed upon them by the chance of birth or the social pressure of church and school, but the soul-satisfying position of a self-made man among his peers. This self-won, self-esteemed allegiance of the child to his own group is fortified, rather than weakened, by its inarticulate and unconsidered status in the adult scheme of things. Varieties of schooling, from Sunday school to dancing school, parental rules of life, even clothes, food and sleep, may seem to these adult beings more important essentials of a well ordered childhood. Fresh air and the need to get Johnny out of the house remain time-honored bases for parental permission to go out to play.

Even today when "group activity" has become a shibboleth of progressive education, there are not so many adults who know what it means to a child to "belong." Our manner of living has altered in ways that none of us can escape. As adults we may be at the same time both painfully conscious of weakening family ties and forgotten religious or social loyalties, and eagerly aware of new contacts and broadening opportunities for intercourse with our fellow men. It is true that these changes, in our homes, schools, churches and communities, affect our children as much as or more than they do ourselves. But since "the past" has no real meaning for them, they cannot be conscious of change. What is more, nothing that has happened has altered children's deep inner drive to achieve, by their own efforts, a satisfactory relationship with some child-made group.

This is a very different thing from the conventional adult picture of children "playing nicely together"—observing, that is, in play all the habits and maxims of behavior learned at home. Participation in his self-chosen group is for the child an experience different in kind from that of living or even of playing in the home. It calls for a new outlook on life, a new evaluation of himself and a new set of incentives and controls. In a very real sense the child in the group begins to be himself more than he could possibly be at home. He is on his own; he will be rewarded, disregarded or disapproved freely by playmates without restraint or consideration for his timidity or lack of experience. To learn to give and take, to hold one's own, to cooperate toward a common end, and to enjoy associations on a basis of equality is a major adjustment—if not the individual's hardest task. In a world in which it is essential that we live and have our being largely in association with others, our degree of proficiency in mingling with others determines in large measure both our success and our happiness. All of the features of drama occur in the adjustment of the child to the group. It is not easy, nor is it all pleasing. It is struggle to achieve, with its failures as well as triumphs, its chances of frustration as well as of growth.

This is the process which social scientists often refer to rather vaguely as the "socialization of the self." Because of these possibilities both good and bad, it is necessary to know something of the stages through which socialization usually goes before we can take stock of a particular group. It is a complex process. As nursery school observations show, the beginnings of give and take between children lie back of actual playing together in the very early period during which two- and three-year-old children seem to be conscious of each other but still devote themselves individually each to his own play. In a recent study by Bertha Schlotter and Margaret Svendsen, *An Experiment in Recreation with the Mentally Retarded*, this progression from the simple to the complex has been traced.

The main point is that the form of the game or play is closely correlated with the age and degree of socialization of the players. For example, children below four years in mental age play circle singing games in the main, in which the group is kept together by holding hands, with some imitation of the movements of another child as successor or partner.

To quote the authors' description of the next steps in play development, "When story and song are no longer present, games are governed by the skill of individual players and rules are fixed in advance. Competition between players or teams now furnishes the motivation for the play. . . . . From games in which the players perform on an individualistic basis, there is development to the place where units of several players cooperate, the relationship of the players comprising a unit being fixed in advance."

Another important point in the social organization of games is the expression of social approval or disapproval. In simple games the individual loses by giving up a coveted position to another child; in more complex games responsibility is shared by the group and the failure of individual players affects the common fortunes of his whole side.

This study, made under the auspices of the Behavior Research Fund of Chicago, is particularly valuable in the consideration of the socializing influences in children's play, especially because of the care and excellence with which it has been carried out in a field where little research has been done. The authors point clearly to the adults' need of knowledge of the evolutionary character of game and play patterns and their importance in the child's social development.

Where Grown-Ups Enter the Picture

PARENTS must keep this in mind in their planning for, or selection of, play or playmates. Elaborate adult-planned "parties" for children are ample evidence of a frequent lack of understanding. A five-year-old who was dictating invitations to his party began a sentence with "Tell your mother." "No," he interrupted himself, "cross that out; tell them they can do as they want." Another child said, the party over, "Now I can play."

Adults cannot enter into the play of children in the same way that children do. They are already socialized and used to social intercourse on a developed plane; for the child the zest of play comes from exploring on one plateau of human interaction after another. But sometimes adults do supplement the group interests of children. They are not primary or essential, but they furnish the background and to some extent set the stage. For example, Mary suddenly learns about clubs. She, Polly and Louise have formed "The Mysterious Club" with Polly, the experienced older girl, giving instructions and of course becoming president. Mary, after going through the initiation and the ritual, calls upon both father and mother to undergo similar experiences while she acts as factotum. The serious effort of her father to explain what his grown-up clubs do goes for naught; the concern of her mother to put the proceedings on a higher plane is disregarded. Mary is interested in *her* task of fitting herself into *her* club. Subconsciously but quite obviously she is practising on her parents. It is the difficulty that she is encountering with Polly and Louise in which she is really interested. Next day, although father and mother have been duly initiated into "The Mysterious Club," they are forgotten when Polly, Louise and Mary hold a meeting. The children themselves are the arbiters of approval; it is Polly and Louise whom Mary has to please. Holding herself in check, being singled out as initiate and temporarily the object of the group's demands, this is the thrill for Mary.

Adventurer's Refuge

ANOTHER thing gives the child world its special flavor; the child goes out to meet it —out from home, which, however uncomprehending it may sometimes seem to him, does give him, in its stability and security, something fully as essential. His family gives the child his first, and perhaps his deepest, experience of "belonging." Without its early training in living with other people, he would have no guide or gauge by which to measure the values of other kinds of companionship. Without its uninterrupted loyalty to him and protection over him, he would find that freedom in his own world was as much of a burden as a privilege. The family, too, usually has its roots firmly planted in the social life of its own community. And however much boys and girls may affect indifference to or scorn of the conventional life about them, they do not want to feel that they are outcasts. Of course they are not conscious of all this. But they do sense, for instance, that what sets Huckleberry Finn apart from the other boys who gather on the riverbank is not his poverty but his rather terrifying freedom. He has no scolding but anxious and loving Aunt or "Ma 'n' Pa" to whom to return. Whatever his gain in not having to account for himself, it is more than offset by his loss in not "belonging" anywhere in that other, larger world.

The difficulties of giving children freedom under the conditions which prevail in most city living have led us to go to the other extreme of overprotection.

To have tried it and found its disadvantages does not mean that the motives behind it are wholly unjustified. The real difficulty is to strike a nice balance between the needs of the child and the circumstances of his life. It is only as the child is not called upon to think about or defend the ordinary performances of children of his age that he can take his own part with his equals. Little by little assurance in ability to conduct himself successfully in game or play takes the place of the security at first assured only by the home.

Alfred Adler says, "It is our points of view which decide the directions we take, and not the facts themselves." This statement follows his outline of the development of unity in the child, the coordination of actions and expressions into a single pattern. Not only is that pattern related to choices of things and ways of reacting to them, but also to choices of companions and relations with them. It is most essential that children play with those who stimulate them on their own level of group consciousness. In no other way are unsocial attitudes so likely to be built up as by forcing children into associations to which they do not wholeheartedly respond. The drive behind the child's behavior in the group is to "get by" with its members. If there is chance of achievement along the lines of the group interests, the individual child will learn how to play fair, to tell the truth, to act loyally, and will be rewarded with group approval, and either with a secure place in the ranks or with some degree of leadership. But if he has no practicable chance of achievement, he may find pleasure in the attention he gets by blocking or bedeviling the others. Habits quite contrary to cooperation or honest contribution are developed. When the patterns of the group are in line with the ideals of the adult community the influence of the group is said to be "good." This is the point at which the connection of the play group with the home and the neighborhood becomes most apparent. The gang is in a sense an excrescence on the adult neighborhood. Its influences operate like those in any group of children, but it does not "belong." Its very first essential, a base from which to operate, can only be secured by preempting whatever spaces are unused by adults—vacant lots, railroad culverts, abandoned houses. The play group which has a physical base near home, which is accepted by parents as a part of things as they should be, of which the members are not shut off from the world of home, has the best chance of developing social attitudes in its members. But that it should be an organized backyard playground or that parents should share in its achievements does not follow as the only possible alternative.

"Belonging" comes naturally if given the soil in which to grow, but it cannot be forced. It follows laws of growth that we are just beginning to understand. It is as much a flowering of the personality as it is an acquisition of knowledge. There are within each of us responses to other elements in the universe as well as to persons, and the social side of human development, important as it is, is not the whole of personality. But even with due regard to other phases of all-round development, it remains so important that the thoroughness and naturalness with which each child achieves his place in the progressive stages of socialization determine largely his lifelong comfort and prestige among his fellows.

Houses for Children

In the immediate future community projects seem to offer the best possibilities for family living.

DOUGLAS HASKELL

CHILDREN are dwarfs in houses built for giants. Therefore the notion of "houses for children" brings to mind first of all questions pertaining to "scale." The full-scale stairway can be negotiated by the small child only one step at a time; the ordinary room is for him a forest of legs attached to furniture far above; and the closet is a place where things are out of reach. So there have been plenty of educators to urge that we become more considerate. Insert extra steps, they say, along one side of the stair, and add a second lower rail to the balustrade; place a low chair for the child in every room.

Some of these suggestions are quite good, but they all begin at the wrong end. They begin with the

dessert. They neglect meat, salad and potatoes. And, like too much dessert, too much fussing with accessories that shall make things convenient for the children merely results in enervation. Throughout thousands of years, children have managed somehow to negotiate the high step. Perhaps it is not bad for them. At any rate, compared with the other things we have to look after, it is quite unimportant.

Where Health Standards Lag

FAR more pertinent are the warnings of physicians as to the essentials for child growth. Lettuce and spinach are nourishing; but the child is just as directly dependent on sunlight and fresh air. This consideration is crucial, since it pertains to primary survival and to general fitness. We could pass it by as a truism, were it not for the fact that in respect to light and air, our *general* standard of housing is not much beyond the Middle Ages. The neglect of sunlight, fresh air, green plants and good, dirty soil for children, is not confined in the slightest to our slums. It characterizes the building of our nation as a whole. If we have not noticed it, the reasons have been two. The first is that the condition has crept on us unaware, as we moved from country to town and from town to city; the other is that we have all gone forth out of our own houses to gaff at the "architecture" that exists for a very few other people.

Forgetting for the moment those who live on farms and whose children can quite naturally step into a healthy out-of-doors even when the house inside is poor, let us see how the American people live. The city dweller is neither predominantly in the apartment house, nor in his own free-standing home, but most frequently in one of the decks of what we call a "flat." In our large cities the population is about equally divided between flats and single-family dwellings, with all heated apartments, including the most humble, accounting for less than 6 per cent. So when we speak of "houses for children," we are less concerned with the apartment house, whose owner, indeed, is the greatest modern advocate of race suicide, than we are with the cramped city house and with the flat.

The flat we all know, since so many of us live in it. Its planning was done with no human consideration in mind. The lot on which it stands was never planned for it at all; it just grew. This lot was originally intended for a single-family house. The elongated shape became standardized and easy for real estate men to deal in. It was never appreciably changed. The two-family and then the four-family flat were placed on essentially the same lot; and naturally they took on the shape in which we see them. Had a man been assigned the specific task of constructing a home with a minimum of light, privacy and human amenity, he could not have succeeded much better. Most of the windows face the narrow alley, so that there is guaranteed to be full shadow there. A long hall leads from the front to the back, wasting space the equivalent of which in a reasonable plan would have provided a fine playroom. The long side walls leak out a maximum of heat, increasing the coal bill by an amount that would keep the average child luxuriously supplied with toys and books. Although the house leaks heat everywhere, only the kitchen and the parlor have cross-ventilation. On hot nights the heat reflected across the alley by the neighbor's house sometimes makes sleep impossible. The yard, which was once the children's prime play space, is mostly hard concrete now—what there is left of it. What there is left, that is, after space has been taken out for the garage.

This kind of house is a "don't" house. Sometimes there is not even the long hall, and then the children have to pass through two or three rooms whenever they start to go anywhere. If they happen to be on a tear, the noise gets on mother's nerves and raises a crop of "don'ts"—especially since the living room is in front (so that passing children interfere with the guests) and the kitchen is behind (so that they get in mother's way there). The intermediate rooms are all semi-dark; there is no direct sunlight. Play space is in a living room or dining room, where toys have to be picked up when company comes, or it is in the attic or cellar, the former supplied with still less light than the rest of the house, the latter not proof against dampness. As for outdoor facilities, there is the street and only intermittently a playground.

Hopeful Experiments

THE way forward has already been pointed out. The examples are now being built. In sensible housing developments, such as Sunnyside, Long Island, or more recently Chatham Village, Pittsburgh, light is restored, privacy is restored, yards are not only brought back but amplified into common community playgrounds, and streets are rearranged so that children can get to and from school without crossing major traffic lanes at the peril of their lives. And all this is done by methods that do not require the use of cannon and turbines for the tying of a shoelace; do not require the mother, as in the *New Yorker's* recent illustration, to buy an expensive electrical appliance in order to be able to call out to her

boy down in the dark city street, "Willie, come on in the house to get your sunlight!"

The first requisite is a housing company with social aims, and also with experience. This company must be large enough to build a whole community at a time. In this complicated age, before we can ever begin to think of a "house for children," there must be a community in which such a house is possible. If the housing company has acquired large land holdings, it can rearrange the individual lots into better shapes and combinations. The house is widened, turned around broadside to the sun, and joined up at the narrow end to its neighbor. No dark alleys are left, and every house is only two rooms deep. Generally speaking, one set of rooms is exposed to the east and one to the west, with no hall in between. Children can grow healthily in such a house, particularly since there is a constant gain both in the area of glass and in the arrangement of the windows. In this latter respect, American practice is still inexcusably behind that in Europe, where modern houses make the light source for any one room horizontally continuous without dark pockets between windows.

Time to Come Indoors

Only when the house has been related in this fashion to the school, safe streets and accessible playgrounds, can we come to special arrangements in the interior, for example, in the playroom. There ought to be one somewhere, not in the darkness of the attic (attics being increasingly obsolete anyway) or in the semi-light of the basement. In the single-family house, the playroom should be on the first floor. This cuts down the stairclimbing with its noise, and automatically eliminates a good many tumbles. The room should be immediately accessible to out-of-doors, preferably through a hall with closets right by the outer door, so that the children can get their things and leave them as they go in and out. In houses already built, no such playroom is generally available. The use of the living room is unhandy, as the children too often have to clear up a piece of construction before they are really through making it or playing with it. But, in the older house, how about the dining room? It is the most conspicuous waste we have permitted, standing idle all but two hours a day. A little unhandiness about carrying food a longer distance from the kitchen to living room is worth suffering for the gain of a really good playroom. In the new house, if the playroom is at some distance from the kitchen where mother is working, so much the better. The temptation is to run to mother too often rather than not often enough; and mother tends to come butting in too much. So, at any rate, will testify the educator.

A Room of His Own

Older children need work space. The cellar must do as the place for the boy's tools, and the girl nowadays uses them too. Bedrooms are a problem in flexibility. In the future, our houses will be partitioned as our offices are, with light, movable partitions so that rooms can be changed; new materials will make it possible to keep these partitions sufficiently soundproof. Until then we face a problem connected with growth. Small children do not need a bedroom larger than is necessary just for the bed and for access to it; in Frankfurt, Germany, I found such children's bedrooms, the space gained by their construction being thrown into the living quarters of the house. The children themselves were very well looked after during the day by community kindergartens (in Vienna the kindergarten is often the core of the community); bedrooms were properly used not for playing but only for sleeping. But by the time he is nine or ten the boy begins to need his private room where he can comfortably accommodate his aeroplane models or set up his radio, and feel that he is indubitably the general. The girl, too, develops the need of a place that she can fix up as her very own, with her own idea of decoration and of style. Until we have mastered the problem of the expansible or flexible house, bedrooms from the start must be planned with the older boy or girl in mind.

In all this discussion the reader may have missed talk about super-apartment houses and other monumental achievements. The reason is simple. Vicarious sunshine grows only a hothouse plant, and vicarious gardens never sustained the vigor of a child. In some of the grotesquely mistaken literature put out by the Regional Plan for New York, there is lyric description of apartments looking out "upon a central garden, which is ornamented with a Japanese rookery and a footbridge over running water. . . . The general effect will be park-like and refreshing." How charming, but don't touch! You can guess how often the children will take the elevator to get down to this refreshment, and what they will do once there. No! Children need to be able to tumble right out into grass. It's the touch of the soil that the children of city dwellers need, not the remote view of it, however magnificent.

In the more distant future, our industrial machinery, properly used, will supply us with more individual houses, cheaper, better, on a more equal footing with our cars. Communities will stretch further

out, the car becoming the measure of distances instead of a mere encumbrance in distances paced by foot. There will be the convenience of the present city house with some of the spaciousness of the old house in the small town. When that day comes, the individual family can regain some of its autonomy. But in the meantime it is strictly dependent on close-knit community plans, providing an accessible and acceptable school, a community playground, houses laid out with respect to one another for light and spaciousness, a place where children can grow. In comparison with this, small gadgetries in the house itself to help the children climb stairs or to sit easily at the table are unimportant.

The Gang and the Urban Frontier

Youth reflects the influences, negative or positive, with which home and neighborhood surround it.

FREDERIC M. THRASHER

PARTICIPATION in the activities of a face-to-face group small enough for intimate acquaintance and contact and permanent enough to insure more or less continuous shared experience has long been recognized as essential to the development of human nature. It is only in such a "primary group" that children acquire friendships, generosity and hospitality, or their opposites. The primary group, therefore, among all races and nations is the social matrix for the development of the primary qualities of *human* personality.

For most children these include the family and household groups; neighborhood groups such as play groups, informal clubs and gangs of the yard, the alley, the street, the corner store or other meeting place; school groups including the school class, the school club, and the less formal groupings of the playground, the lunchroom, the corridor and the trek home; and those groups centering in and about recreational institutions, such as organizations for children, settlements, churches and similar agencies.

For any individual child it is obvious that the pattern of his group life may be infinitely varied depending upon his background of family, neighborhood, school and recreational contacts. But in every case this pattern needs to be carefully scrutinized by teachers and parents in order that the child's individual problems with regard to recognition, security, response and new experience may be understood.

It should be emphasized that every child lives in a social world which for him satisfies in a more or less satisfactory manner these basic needs. He gets his social status, for example, his opportunity to be someone and to participate in something which he values, as a result of his position in these varied groupings. If one group fails him, he turns to another. If all groups fail him, he may turn to some less desirable form of compensation.

This social world of childhood is usually not understood by adults, engrossed in their own social world and only vaguely aware of the reality to the child of the child's social situation. The adult is quite external to the social world of childhood unless he makes very special effort to get the child's own reaction and point of view. The channels of communication between children and adults are usually closed so that it is very difficult for his elders to appreciate at all what the child's problems are and how he feels about his social contacts.

Unsupervised play groups are the most spontaneous and natural form of society among children wherever they are allowed to come together. Most gangs of juveniles begin in this way. Their dangers are not inherent in the nature of the group but rather in the place of its meeting and the social contacts of its members.

In any discussion of gangs and secret clubs, it is important to note that their significance and the extent to which they constitute a problem vary greatly with the type of social background represented by the groups, institutions and community which surround an individual child or group of children. These problems also vary as between the urban and the rural community, and between the congested districts of the city and the better residential areas. They vary from nationality to nationality in neighborhoods which are

settled or dominated by persons of particular national backgrounds. They are different in the presence of different occupational backgrounds, such as those of a manufacturing district, a mining town, a commercial city, an agricultural region, a suburban home community and a college town.

It is obvious from a study of gangs and secret clubs in many parts of the United States, as well as in Europe, that the gang is particularly a phenomenon of certain types of communities, usually urban but also occasionally rural. These are the so-called interstitial districts of towns, cities and metropolitan areas; they are urban frontiers. They may be described as zones of transition which have fairly definite characteristics—changes in the use of land from residence to commercial or industrial purposes; deteriorating buildings and housing; declining population; predominance of the foreign-born and their children or of Negroes; low levels of rents and wages and large amounts of unemployment in times of depression; and disintegration of social organization.

The secret club, on the other hand, is more likely to characterize the groups of middle- and upper-class children. It is either a passing imitation of something encountered in reading or the movies, or the expression of a rather precocious social snobbery as in the tabooed fraternities of the high school "elite." The secret club is a very minor problem among spontaneous groupings of children.

Getting Along with Other People

The usual grouping of children among the middle and well-to-do classes is for the most part an entirely different problem from that in the lower economic levels. Sometimes the single child in the well-to-do home may, to be sure, find it more difficult to participate in normal group activities. But in the congestion of a city, even an only child is likely to spend his time outside the home where experience in a great variety of informal groups is almost inevitable. The only child who does not have opportunity for these outside contacts usually has real problems because the family circle alone is not likely to satisfy the needs of his developing personality. He is in danger, therefore, of developing egocentric or withdrawing tendencies or other qualities which are usually attributed to the "spoiled child." In general, I believe, the children who have been members of gangs or unsupervised play groups tend to have more positive traits of character and personality, from the standpoint of getting along with other people, than do isolated and sheltered children.

The gang, however, brings with it certain decided disadvantages as an instrument of socialization. The period of adolescence, which is particularly given to ganging, is one of plasticity and habit forming. For this reason the nature of the conditioning to which the gang member is subjected is exceedingly important in relation to his later adjustments. It is these early acquirements which often make him a difficult problem for the community in later years.

The Seamy Side

There are many demoralizing influences in unsupervised groups. Play groups which meet completely away from adult observation are, for instance, prone to discover some form of sex experience which may be introduced by any member of the group who has been previously initiated. The gang is quite likely to lead the boy in the direction of delinquency. Even if he goes to school he encounters the demoralizing influence of the gang in his leisure hours. Most boys in the crowded sections, however, quit school as soon as the law allows, either to loaf or find a job. The working boy's spare time is quite likely to be filled with the same sort of activities as the schoolboy's. Frequent periods of loafing and unemployment among boys are particularly favorable to the formation of gangs and the development of the sort of delinquencies which gangs promote.

Sometimes gangs attempt to accommodate themselves to society by becoming conventionalized as athletic, social or political clubs. External earmarks of respectability, however, do not guarantee its reality. The same attitudes and activities are often carried over into the club organization under the guise of legitimate functions. "Scratch a clubman and you will find a gangster" is an adage which is often true.

What the boy learns in the unsupervised gang or gang club usually takes three general trends—personal habits which conventional society regards as demoralizing; familiarity with the technique of crime; and a philosophy of life or an organization of attitudes which facilitates further delinquency. This is the gang boy's threefold social heritage.

Vulgarity of all varieties is fostered by the kind of social environment which produces gangs; the gang simply elaborates the examples all around it. This is equally true of crap shooting and other forms of gambling, and of early excessive use of tobacco and intoxicants. Even though association with girls is tabooed by younger gangs, premature acquaintance with sex is almost universal in such groups and like other gang interests is greatly stimulated by interaction. Toughness, first developed as a pose, soon becomes a reality. For the practices of individual members naturally

spread to the whole group, and the boy who can hold out against such powerful social pressure is indeed a rare exception.

So also the boy acquires an effective knowledge of the technique of crime by participating in and observing the exploits of his group. The gang's predatory activities include vandalism and all sorts of minor thievery. Junking leads to petty stealing. "Going robbing" is a common diversion in the gang and often develops into more serious burglary. A gang often specializes in one particular type of delinquency, but the activities of most groups run the whole gamut. Most of the younger gangs do not give their whole time to crime and may be described as semi-delinquent, but the educative effect in the long run is the same.

Experience usually develops in the boy an attitude of indifference to law and order. Personal and property rights of outsiders, who are viewed as proper prey, are consistently disregarded. A growing attitude of superiority to the rest of the world is greatly augmented by the feeling of group power and security.

The gang boy very early acquires independence; he learns to sleep away from home and live on his own resources. He frequents the parks and river fronts, the forest preserves; he "helps" the farmers of adjacent lands in their busy season; he "hangs out" in the subways and engages in street selling. He soon learns to feel dependence on nobody and even if he loses his original gang, it is easy enough to fall in with another. He is ready to cut his moorings when occasion demands.

Finally, the boy usually acquires in the gang an attitude of fatalism, a willingness to take a chance—a philosophy of life which fits him well for an antisocial career. "What's de odds? Take a chance! You get caught sooner or later anyway; so why not?"

Leisure Time Learning

A CATALOGUE of the gang's undesirable characteristics seems endless, but it does not necessarily imply that the gang is in any sense inherently bad. It lacks wholesome direction. It is a spontaneous attempt on the part of boys to create a society of their own where none adequate to their needs exist. Naturally they absorb what is vicious in their environment to the extent that such patterns appeal to them, for there are no very potent forces in their social world to define these acts as undesirable.

The most important educative influence in shaping the tastes, character and personality of the boy are likely to be these that he encounters informally, because leisure time behavior comes nearest being voluntary and represents more really the boy's own selection of activities. Even if opportunities for wholesome recreation were present in abundance, it would be difficult for it to compete with the vigorous freedom of exciting street life in areas where boys' leisure has no background of wholesome community life. It may hardly be doubted that intimate association in street activities is far more vital in moulding the boy than any sort of conventional schooling.

If the gang may be regarded as one of the products of the economic, cultural and moral frontier in a great city, the gang boy, too, may be so regarded. He is often a delinquent, but this delinquency cannot be considered in most cases other than a result of the social complex in which he finds himself and from which he cannot escape. "There are no bad boys" is a slogan that has been adopted by the Boys' Brotherhood Republic; the idea behind it is undoubtedly sound—that "bad" boys, as defined by society, are largely created by the disorganizing forces consequent upon the confused conditions where American life is in process of ferment and readjustment.

Whose Responsibility?

IN REALITY the gang is a symptom of community disorganization. In a recent article Landesco* has pointed out the failure of social institutions in the typical crime-producing area. Of these the family is one of the most important and one whose failure is most outstanding. It has been said that there is no ganging or juvenile delinquency among children belonging to the Polish peasant family in Poland. Yet the same family transplanted to America has a high rate of ganging and delinquency among children born in this country. The reason is obvious; the immigrant family in the American city is able to provide no adequate frame of standards, no set of educational influences or social controls to meet the needs of boys. The immigrant family is not equipped to compete with or to counteract the demoralizing social influences which play upon its children. The boy soon learns how to free himself from ineffective family controls and this freedom makes him the prey to all corrupting influences of the urban frontier.

It is obvious that this problem resolves itself into one of community reorganization and becomes largely one of integrating wholesome social forces to provide constructive spare-time activities for children of crime-breeding areas. Present social agencies in these areas may be characterized as possessing a certain

* John Landesco, "Crime and the Failure of Institutions in Chicago's Immigrant Areas," *Journal of Criminal Law and Criminology*, XXIII (1932), pp. 238-248. See also Thrasher, "The Gang as a Symptom of Community Disorganization," *Journal of Applied Sociology*, XI (1926), pp. 3-21.

amount of individual efficiency, but as lacking any fundamental organization or integration from the larger community point of view. Organization for character building on a community basis is lacking on the urban frontier. There is overlapping, duplication, lack of systematic attack upon common problems, and a general unwillingness to join hands and cooperate on the basis of a community-wide program. The immediate responsibility is that of social agencies and social workers. The larger responsibility is that of the whole city, whose financial and social leaders have been particularly blind to these sore spots in the city's life. Such communities cannot redeem themselves. What is needed is an experimental demonstration of crime prevention based upon research and carried on by enlightened, public spirited and cooperative community enterprise.*

* See Frederic M. Thrasher, "Juvenile Delinquency and Crime Prevention." *Journal of Educational Sociology*, April, 1933, pp. 500-510.

Youth Organizations and Social Living

Wise club leadership for boys and girls demands both understanding of the present and vision for the future.

HENRY M. BUSCH

THOUGH periods of rapid social transition are likely to be characterized by discouragement akin to despair, the inexorable pressure of circumstance may be the very factor which is to hasten basic readjustment in our ways of thinking and of living. People are changed more quickly and more fundamentally by unsettled social conditions than by appeals to logic and conscience. Just now it seems to many that all our social values are in liquidation and that we have lost what we had so arduously achieved through education and legislation. But there are others who believe that, beyond the overhanging cloud of social-economic maladjustment, they catch a glimpse of a future in which shorter hours of labor, a more equable distribution of wealth, housing fit for human habitation, and social protection against all types of exploitation, may be the order of the day.

Even the bare possibility that a greatly expanded leisure is to be the common lot, challenges us to prepare to make the most of it for the dignifying and enhancing of human life. When leisure hours are few there may be some justification for "killing time," but unless people learn to utilize time constructively any real increase of leisure may prove to be a curse rather than a blessing.

Fortunately in this country there is already in effective operation a group of agencies and organizations dedicated specifically to the utilization of leisure time, in order that children and young people may both develop interests and hobbies which will enrich their individual lives, and that they may also learn to live together in harmonious and expanding relationships. These agencies and movements include such familiar organizations as the Scouts for boys and girls, the Camp Fire and Girl Reserve movements, the Y. M. C. A., the Y. W. C. A., parallel organizations among Jewish, Catholic and Mormon youth, Pioneer Youth, the Four-H Clubs and settlement and community center clubs.

Although some of these movements originally conceived their function narrowly, as the inculcation of a rigid set of virtues, although some followed faulty social and educational procedures in organization and program, it is encouraging to note the degree to which the newer currents of thought have revitalized their outlook and procedures.

Recent social research has demonstrated that the natural groups of which one is a member strongly influence one's standards and actions. Among the most important of these spontaneous groups is the coterie of cronies who get together for leisure time activities. The young person in such a group is motivated by a desire to win status through social approval and tends to do the things which are approved. Codes vary from group to group. But since in modern metropolitan life most young people are members of many groups, the resulting conflict of values often constitutes a disruptive influence in personality.

Recognizing the need to counteract this by the integration and coordination of those social forces which

play upon youth, most of the organizations for young people have abandoned, in so far as is practicable, the attempt to create special groups, where members have no interest in common except the appeal of the movement or the program. They now seek to utilize the natural group as the basis of the club, patrol, or band, and to enlist its interest so whole heartedly that it becomes an organization for day-by-day activity through such varied activities as athletics, discussion, arts and crafts, or camping. Under the leadership of an adult trained in group work principles and procedures, the attempt is made to work out, by trial-and-error, by discussion and by ritual, codes which carry over into daily life because they have the sanction of group acceptance. If society can make available to every boy and girl the opportunity for participation in a natural group which meets his varied needs, there is ample evidence to indicate that a marked diminution in juvenile delinquency can be achieved, and that a gradual raising of cultural levels will result.

Learning by Doing

WE LEARN by doing, whether in the realm of ethics, aesthetics or athletics. And we learn best in natural situations where our interests are already aroused, and where we are concerned about the outcome. As natural situations are multiplied in variety and scope, we learn to apply specific skills, attitudes and habits in more general relationships. The modern movements for young people are apprehending these principles and are building programs of activities on a basis of interests which children now possess, instead of on a basis of interests which some adults think children ought to possess. The adult is in the group simply as guide, counselor and friend, to lend assistance in worthy projects and to insure that interests widen with achievement.

The youth agencies may stress group organization, because they recognize the need of learning to work together; increasingly, however, they are accepting the view that the club or group is not an end in itself, but a means of helping individuals achieve social adjustment and the development of the potentialities within each individual personality.

The great majority of trained leaders now attempt to bring about a measure of coeducational activity so that tensions and antagonisms between the sexes may not develop, and so that each sex may learn to appreciate the complementary function of the other in social living. Far in the vanguard in this stand Pioneer Youth and the Four-H Clubs. Increasingly the settlement groups and the "Y" groups are stressing a limited amount of coeducational activity. The Scouts and Camp Fire groups still emphasize special programs for boys and girls. Although among the older girls in the Camp Fire movement, coeducational activities are encouraged, the Camp Fire movement, probably rightly, insists that no mere copying of successful programs for boys can ever yield good results with girls, but that the special cultivation of feminine grace, charm and interests will make life richer for the girls themselves, and indirectly for their male companions.

Not the least of the values contributed by the youth organizations is the opportunity, through arts, crafts and interest groups, to develop special skills which may serve to open up vocational channels. He who aids a person to find a satisfying life work has enhanced social living; for only that society has meaning in which its citizens find joy in the business of getting a living and rendering mutual service. Probably no agency or group in the modern community, save the experimental school and the summer camp, makes as telling a contribution to the development of skill in using leisure as does the group work agency for youth. It challenges interest along a wide front of possible activities and seeks to develop in each young person hobbies, interests and skills which are satisfying and result in a sense of self-confidence.

Educating for Democracy

WE cannot choose whether boys and girls will get together with their own kind, or not, but we can seek to help them make the most of their strong social interests, by becoming surer of themselves both as individuals and as members of the community. In such ways the newer guidance of group life makes a significant contribution to democracy, for it rests upon a recognition that as people learn to choose their own purposes and values, and to assume joint responsibility for their ventures, they become increasingly self-directing moral personalities. Out of an experience of several years of guided group activities — in which neither programs nor values are imposed upon the members from above, but choice of values, through free discussion is always left in their own hands—the habit of choice emerges in the thinking of the participants.

And if there is one quality which is basic to a democracy it is the ability of individuals to make their own evaluations and choices on the basis of an unprejudiced examination of facts and values. This capacity, coupled with the ability to play the game of social living through competition and cooperation, is the aim of the best current group work.

The Summer Adventure

Vacation is the family's golden opportunity for playing and working together.

J. W. FAUST

THE problem of summer activities for parents is to guide their children safely between the Scylla of overregimentation and the Charybdis of fatuous amusement. We want our boys and girls to have fun and at the same time refreshing activities helpful in rounding out personality. The summer vacation is a rich opportunity for acquiring viewpoints, attitudes, habits and skills which complement what is learned during the school year.

A musician tells me that his wife and he want first of all to have their children come close to "the enriching influences of nature" as a means of increasing their happiness; as a by-product, they hope also for advancement in general health and body growth. A business man with a boy of eight and a girl of three hopes for "a constructive program" in which there may be both happiness and the upbuilding of physique. A professor has the desire that his girl of fourteen may develop skill in tennis and an interest in overnight camping, and that his son, who is a sophomore at college, may secure opportunities to work and earn money, or failing that, that he may have "enriching experiences." In a fourth family there is expectation that their boy may become more sportsmanlike through membership in the baseball team at the neighborhood playground.

However proud we may be of our children, we see minor or major shortcomings, which we would like to have corrected through the experiences of summer. The child on his part has visions of freedom and fun, even adventure. The desires of both children and parents may usually be reconciled wherever there is wise guidance.

Some of the criteria by which proposed summer plans may be judged are as follows: Do they give promise of the refreshment and stimulus involved in a change of physical environment, new experiences, contact with unfamiliar individuals and new conduct situations? Will they make for health and body building? Will they bring worth while companionships? Will they be enervating and overexciting or soothing? Will they foster the broadening of one's sympathies and outlook? Will there be physical safety? Will there be a maximum of freedom consistent with reasonable order and opportunity for personal growth? Will the activities duplicate what is done at home and school or complement them? Will the environment be simple and unsophisticated or elaborate, expensive and "dressy"?

What are the resources available to the family for summer activities that meet these standards? The chief resource should be in the initiative, energy and skill of parents themselves. But too often this is the greatest weakness in summer planning. All of us have become too dependent on professionals, on leadership outside the home, and particularly on the facilities and playthings others have to sell. If men and women put as much thought into the planning of family recreation as they do into club and civic activities or into bridge and golf, the results would astonish them and delight their children. If this interest in home activities should become general, the effect on American family life might be profound.

Many American families continue to live in detached single-family houses with yards. Therefore, they can enjoy a wide range of home play activities. A play house in the garage or in a corner of the yard, a paddle tennis or regular size tennis court, volley ball and basketball courts, simple play apparatus, flower and vegetable gardens, bird houses, baths and feeding stations, outdoor fireplaces, sandboxes, fish ponds and wading pools are some possible facilities in the home yard. Provided the labor is given by the family itself they need not be expensive. The potential activities in the home yard are even more numerous; to mention a few, running and circle games, ball games, archery, tether ball, Indian games, croquet, badminton, horseshoe pitching, handball on the side of the garage, bird study, gardening and crafts.

Indoor playrooms are possible in the attic, basement or elsewhere in the house. In some of the houses now being built to sell for $5000 or less, recreation rooms are set aside in the basement. Indoor activities may include home drama, musicales, family orches-

tras, the acting of charades, table games of endless variety, ping pong parties, celebrations centering around the holidays, carpentry, sewing, soap sculpture and leather craft.

Home Made Camps

THE backyard may be converted into a home camp where such activities as sleeping outdoors, open fire cooking, camp fire songs, camp games, story telling and handcrafts may be enjoyed. The home may be a base for hikes and trips to industries, parks, museums, historical spots and unique geological formations. In recent years there has been an enormous increase in family motor camping. In the state parks of New York, for example, half a million visitors visited free camp sites in 1931. The home may also be a base for important "scientific" expeditions, from which may result collections of ferns and mosses, seashells, minerals, rocks, caterpillars and seeds. Nature booklets listing wild flowers, birds and trees, and illustrated with drawings or paintings may be made.

The apartment house population is, of course, barred from backyard or basement activities. But even here there can and should be a stray corner or other niche which is the child's very own, where toys and treasures may be stored and things made. Some apartment houses have accessible roof playgrounds. The lighter housekeeping duties in the apartment somewhat compensate the mother for lack of space and facilities, giving her more time in which to take the children to parks or playgrounds or on little journeys. The large state, county and municipal parks usually have fireplaces, picnic grounds, wading pools, ponds or lakes, playgrounds, athletic fields, croquet courts, tennis courts, golf courses, quiet nooks and retreats. Some have arboretums, museums and zoos. These facilities permit a wide range of family play. But people do not use them as they might. One weakness of the park systems in some cities, including New York, is that the areas are not well distributed through the residential districts; another and still greater weakness is inadequacy in the number, size and distribution of children's playgrounds.

There is a recent development of home or day camps under the auspices of such institutions as the Y. M. C. A., Y. M. H. A., private schools and municipal recreation departments. These are conducted for a period of from four to nine weeks and offer games, crafts, story telling, folk dancing, swimming, hikes, observation trips, drama and music. When the daily period continues into the afternoon, lunch is provided. In some cases health examinations and health instruction are part of the program. Such camps are run on a self-supporting basis for $30 to $50 a child per season. They are particularly suitable to children eight to twelve whose parents wish to have them home for part of the day.

The rural child has immediate access to large doses of nature, but needs group experience to supplement individualistic attitudes and behavior. He is also usually in need of a more balanced physical development than he gets in free play or chores on the farm or in the country village. Examinations of the physique of country children have shown that they are likely to be overdeveloped in some muscles at the expense of underdevelopment in others. One evidence of the need for group experience and balanced recreation for rural boys and girls is seen in the rise of camps under the auspices of the Four-H Clubs.

Guarding Against Too Much Routine

THE organized summer camp has been hailed, and deservedly, as one of the greatest achievements of this century. The attempt to make organized camps "educational" has, however, resulted in making many more regimented than necessary.

"The danger," says Miss C. Frances Loomis, in the *Recreation Magazine* for August, 1932, "now lies not in their being dangerous to life and safety, but in their being too civilized, overprogrammed, and sophisticated. 'Up with the bugle, dip, dress, flag raising, exercise, breakfast, morning sing, clean-up, tramp, tramp, tramp, from class to class, dinner, rest hour, more assigned activities, supper, an evening program, and so to bed, worn and weary.' If there is no time to 'stand and stare' one might almost as well be confined behind a brick wall in the heart of a city as encamped beside the sea or on a pine-clad hillside."

In his *Creative Camping,* Joshua Lieberman has shown how children can successfully develop their own activities. The program both at camp and on the playground should, so far as possible, grow out of the children's own interests, ample time being given for "spur of the moment" expeditions, free play and other spontaneous activity. Everywhere parents and adults should be willing to put the children's own sense of responsibility to the test, even though at first it may add to their adult sense of concern and uneasiness. In most cases it is discovered that a child can take more responsibility than his elders think.

Summer experiences may also be used to broaden interest in the ways and ideas of people who are strange or foreign. Family play study of foreign lands and customs may do much to encourage sympathy and interest. Friendly relations with many

kinds of people may be made on a well conducted playground or at a summer camp and, of course, in travel. One example is seen in the folk theatre for children on the public playgrounds of Cleveland, a city of thirty-two different nationalities. Last summer stories from Holland, Sweden, Japan, Spain, Hungary, Czechoslovakia, Germany and the United States were dramatized by the playground children. In the summer of 1933 another group of countries will be interpreted.

Work as well as play has its place in the summer recreation scheme. The camps manage this very well; family groups might do more of it. Ideal family life includes the common sharing of both responsibilities and joys. During the summer, and particularly during the father's vacation time, comes the best opportunity for family life, since the parents are free from their usual heavy occupational or civic activities and the children are free from school. (This emphasis on the family's doing things together should not overlook the importance of separations which give each person a better perspective of the others.)

Times being what they are, fewer people are able to travel, to go to the shore for the summer, or to send their children to camp. They must depend upon their own family resources and their own communities for recreation. Libraries and playgrounds are crowded. It is just at this time that municipal recreation programs should be strengthened and their appropriations sustained. Unfortunately some taxpayers' associations are attacking municipal appropriations for recreation as a frill. In their own interest and that of all the children in the community, intelligent men and women should at this time stand by this worthy municipal service, which is inexpensive and, under wise leadership, is creative and educative.

Whatever the resources at the family's command, it it a parental responsibility to see that the summer activities shall complement, rather than duplicate, the winter's program, that they shall count in the integration of family life, that both regimentation and lazy idling shall be shunned, and that the simple joys of outdoor life are made possible. And, of course, the corner stone of summer happiness is spontaneous play.

A Community Nursery School

An experiment which grew to include older children and parents suggests how education and recreation can work together.

MARION R. STERN

THERE are today many hundreds of nursery schools throughout the country, and there are almost as many different schedules, services and aims as there are schools. Fortunately this branch of education is in its infancy and so has escaped standardization. Some nursery schools are conducted in private homes, some in elaborately equipped buildings; some run on a short morning schedule and others keep the children all day. All of them serve a real need in the community in which they operate, but many of them are not at all concerned with that community.

The Michigan Boulevard Garden Apartments Nursery School happens to be operating in a well integrated Chicago community of about four hundred Negro families. The first aim of the school is to serve this community, and its program and activities are as flexible as possible. Many changes and valuable additions have been made in order to meet the needs of both the parents and the children. The school started as a small and modest experiment and has grown gradually but steadily until it has come to play an important part in the life of the tenants of the building in which it is located.

The Garden Apartments is a modern housing development built around a huge garden. There are four hundred and fifty apartments in the building, and though the rents are fairly high, 90 per cent are occupied at the present time. The tenants are, for the most part, well educated, intelligent people, interested in improving the quality of their own lives and very much interested in the welfare and education of their children. About four years ago, while the building was under construction, the management said they wanted

a nursery school, and asked me if I would organize one. I knew almost nothing about nursery schools, so I went to Mrs. Alfred S. Alschuler and asked her if she would take charge of this, along with the two other nursery schools she was already running. She was not only willing but enthusiastic over the proposed venture and its possibilities. We first planned our quarters in a large sunny section of the basement and we finally convinced the management of the importance of laying out a playground for the small children in the center of the garden.

Meeting Existing Needs

THE school opened almost as soon as the building and was immediately filled. We found, however, that many of the mothers in the building were working and that the regular nursery school schedule did not meet their demands. We therefore opened a second unit in a large apartment on the first floor, remodelled to suit our purposes, and here began a day nursery using nursery school techniques and following the nursery school program of indoor and outdoor play, lunch and afternoon naps. Since the kindergartens in the neighborhood were found to be overcrowded and since we now had plenty of room, we increased the age to include the five-year-olds.

From the beginning the Elizabeth McCormick Memorial Fund worked with us and furnished the health service. This includes a complete history of the child, thorough periodic physical examinations, a monthly check on growth in height and weight, and the services of an experienced and well trained nutritionist. Both the nutritionist and the doctor have frequent consultations with the parents, and their recommendations are usually conscientiously carried out. Last spring the McCormick Fund, feeling that many of the older children in the community could profit by a modified form of this service, opened a small Health Center to be held twice a week by appointment. The parents may bring the children for physical examination and for consultation about health problems. The response to this service, although slow at first, is gradually becoming more enthusiastic as the parents realize the importance of periodic check-ups in preserving the health of the growing child. Like most new projects the Health Center is starting modestly and feeling its way slowly, but we hope that it will, in time, raise the standard for the care of the older children as has the health service in the nursery school for the small children.

The nursery school keeps a careful record of every child, covering not only problems of health, food and sleep habits, but also problems of behavior and emotional maladjustment. Every child is given a mental test periodically by the staff psychologist; this information is included in the child's record. The improvement and development of the child and the procedures used in handling his difficulties are also recorded. Every child's record is brought up from time to time before the entire staff for discussion and for recommendations. The teachers hold frequent conferences with the parents, in which the child's daily program and the problems it may present in the home or the school are sympathetically discussed. In many cases a lessening of tension in the home and a better understanding of the child result from these conferences. The recommendations made by the teachers are always simple and practical and are added to the material already entered on the child's record. A semi-annual letter is sent out to each parent, giving a summary of the child's development, physical, mental and emotional, and expressing appreciation for the co-operation of the parents.

In addition to these conferences and letters, the nursery school includes in its program of parent education a series of evening meetings. At first these meetings were not very well attended but as interest grew and the aims of the school became better understood, the parents came more regularly and began to look forward to these gatherings. Sometimes there is a lecture by one of the staff members, sometimes one of the parents reads a paper, sometimes there is a discussion on the problems of the young child in the home or in the school or on the policies of the school.

About a month before Christmas, a toy shop was started which proved tremendously successful. The shop was open to all the adults in the community. The management furnished a work room, and the carpenter in the building turned out to be a fine manual training teacher. The workers themselves paid for the lumber and paint they used and the nursery school furnished the tools. As Christmas drew near and people discovered that here was a chance to make toys for one-tenth of what it would cost to buy them, the work shop became too crowded for comfort. We procured another room and still the shop was filled to capacity every evening and every afternoon. The nursery school teachers not only made things themselves but helped with the organization and supervision. At the exhibit held a few days before Christmas, the display included blackboards, easels, a complete doll-house, a work bench, doll beds and dressers. The toys were beautifully made and gaily painted and no one could believe they were products of home talent.

An interest in puppets followed the toy shop, as a natural outgrowth, and a group of mothers and nursery school teachers started making puppets under the

leadership of a member of the McCormick Fund staff. They experimented with many different kinds of puppets until they had one which was attractive and could be made at a low cost. A few of the older girls in the community became enthusiastic and helped to make the furniture and other stage props. The stage was made by the carpenter, one of the mothers wrote a play of *Goldilocks and the Three Bears*, and several specialty acts were included on the program. The show has been given many times, always to a noisily responsive audience.

Across the street from the apartments, there is a large playground for the children over six years of age and also a social room for indoor play. Until recently this recreation was under the supervision of the building management, and conflicts arose from this division of responsibilities. With a view toward better cooperation, the nursery school worked with the manager of the apartments in planning last summer's recreation program. A well trained playground director and an experienced manual training teacher, with the help of the nursery school director, carried out a popular, interesting program for the older children.

In the fall of 1933 the nursery school launched an entirely new program. Since it was discovered that there are, at present, very few mothers who have been able to secure employment, all-day care has been discontinued. But far from cutting down on the program of nursery school activities, we are working actually to enlarge our scope in order to reach every child in the community. We are trying to coordinate the recreational work for the older children with the nursery school so that we may have a united children's program. One of the nursery school teachers is taking a group of the older children, working with the regular recreational director, in order to insure adequate supervision. This director is included in the staff of the nursery school and comes to all our meetings where she is proving a valuable addition.

Two of our three teachers as well as the recreational director are tenants in the building and participate in many community activities which have nothing to do with children. They have many friends there, of course, and their social contacts with the parents are of great benefit to them in their work.

With most of our personnel and all of our parents and children living in one building, the Garden Apartments Nursery School is indeed a community venture. By avoiding set and standardized conceptions and plans, we have tried to meet the changing needs of the people whom we serve. These people in turn have done more than cooperate (which is, after all, a passive term). They have helped us to grow; and the enthusiasm of the parents and the teachers is responsible for the development of the nursery school into a vital factor in the life of this community.

A Chance to Be On One's Own

Children need some time, in their carefully scheduled days, in which to do anything or nothing.

ERNEST OSBORNE

TO THOSE who grew up in even the fairly recent past, many of the qualities of today's school children—their social poise, manual skills and creative accomplishments—have been a source of both admiration and envy. Much more slowly another impression has begun to form. Some of them seem almost shackled hand and foot—their play scheduled and paid for, their music arranged in suitable doses, their spiritual development plotted and budgeted.

Let me sketch briefly the weekly program of one ten-year-old child, typical of many. Johnny attends a private school that cares for the child's whole day. He arrives at eight-thirty and leaves at four or four-thirty unless there is a football game or a track meet, which keeps him until six. During this long day he has a varied program with much opportunity for outdoor activity, for creative work in shop and studio, and for the play of mind on mind in group discussion. His day is not uninteresting and surely not unprofitable. There is work to do at home, for Johnny's class is studying architecture and he has chosen a special project which necessitates some research which he hasn't time to do during the school day.

If Saturday is a fine day he may spend it with the recreation club playing whatever variety of ball hap-

pens to be in season. Nor is his face unknown to the doorman at the children's concert or to the ticket-taker at the children's theater. If none of these attractions is available, mother or perhaps even dad will find time for a trip to the aquarium, zoo or museum. On Sunday morning bright and early, Johnny goes to the new church where the old forty-minute Sunday School class has been replaced by a modern three-hour session. A late lunch, an outing in the family car and an hour's homework complete his day of rest.

Too Much of a Good Thing

But where in all this variety are there fetters and shackles? Johnny has had more experience at ten than most of us had at twenty-one. If Johnny's program is at all common (and I believe it is) his time is even less his own than is that of a soldier or sailor. He is bound to a routine which is no less rigid because it seems to be made up of interesting and profitable activities. Certain evidence challenges the wisdom of so many "advantages."

Fatigue and nervous habits are characteristic of many children in our private schools in the city today. Sometimes parents complain that the school day is too long, but a recent questionnaire at Lincoln School indicated that the children who showed the greatest amount of fatigue were those who had very heavy schedules of music lessons, dancing and other such cultural appointments, while children who had free afternoons showed relatively little strain.

At times even the children protest against something to which they have always been accustomed. "Can't I stay home today and do whatever I want to?" has been heard more than once. Sometimes these protests take more active forms. During a Saturday hike three third graders with excellent reputations for cooperation were missed, and an hour's hunting on the part of the club leader and the remaining boys did not bring them to light. Finally the leader had to return to the city, call the parents and notify the police. Another hour's search brought no boys. Finally they were discovered down among some rocks near the river with a fire and a shelter built of old pieces of board and burlap. Watches had been decided on and they were to guard the camp throughout the night equipped with a cap pistol thoughtfully provided by one of their number. As far as could be determined at least two of the boys were doing something without adult supervision for the first time in their lives. Not once had they been free from the feeling that no matter what happened, mother or father or teacher or club leader would be there to help them. It was their first adventure in seven years. Still another boy decided not to come to school for a day or so and spent his lunch money exploring the intricate subway system. The desire to get away from the group and leader on a hike and do things "on their own," does not often lead so far afield, but it is always in the back of some young hikers' minds and is another bit of evidence that children do feel hampered.

Even our boasted playgrounds but inadequately provide for the kind of play of which we have been speaking. At a recent conference of the National Recreation Association the beauty of the equipment on playgrounds all over America was contrasted in point of satisfactions, with trees to climb, dirt to dig in and boards with which to build huts. One reason why playgrounds in underprivileged districts are patronized so little is because it is much more fun to climb fences, steal apples, throw stones, and build hide-aways.

Children who live in small towns can still find some adventures without much danger and without running afoul of the law. The complexities of our urban development provide neither the space nor the surroundings conducive to high adventure without real danger. As families grow smaller, parents are becoming increasingly less willing to let a child take the risks that are necessary for emotional development. This and the culture obsession—the feeling that one's own inadequacies in music appreciation, the graphic arts or other phases of creative endeavor—*must* be overcome early in one's child, probably account for our children's crowded schedules. One can say with some justification that most children are ready for the experience of adventure which we deny them and unready for the concerts and museum exhibits which we foist upon them.

Trying Their Wings

Not many children today can—or should—be reared like Bob North and sent off alone at the age of eleven into the North Woods. But parents can let these capable boys and girls of theirs go downtown alone or take a hike with a group of friends without adult supervision. If they are so immersed in city life that few opportunities for such activity seem to present themselves, they can be sure to arrange the summer so that there is much leisure and chance for initiative. The group idea in American education, the belief that every child must learn to share and to cooperate, is an outstanding contribution; but we must not let it become an instrument for standardization. Groups will be effective only as each individual brings to them his own unique contributions.

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

Will children be more likely to develop initiative and self-reliance if left to their own play resources than they will in an organized afternoon group?

There are advantages and disadvantages on both sides of the group plan, and these must be weighed in relation to the particular child and the particular situation. Among the advantages one might list: safety; access to a play space; the socializing value of group play. Certain children, too, are stimulated by the play initiation and intelligent supervision afforded by the organized group. The constraints which urban living place upon freedom are in themselves so limiting to the development of initiative and self-reliance that a well conducted group may offer wider opportunities.

On the other hand some children will have more need for self-initiated or even solitary play; still others will find the selected grouping a socially limiting factor rather than an advantage. The question will have to be decided in each case on a basis not only of the alternatives offered by the total situation, but also of the needs of the particular child.

An intelligent eight-year-old girl who is bright and chatty at home, or with one or two familiar playmates, is so timid and shy with strangers that any group situation is really painful for her. Will sending her to camp help her to overcome this?

Children of this type demand the utmost understanding before one can know how to help them. Whether or not it would be wise to throw this child into a new situation, where she *must* make some social adjustment for herself, will depend entirely upon the nature of the child and upon the root of her difficulties. Such a plan should be attempted only if the parents can be assured that the camp to which she will go is directed by a wise and sympathetic person; that it will not make too rigid demands, nor place stress on a kind of contribution which this child is ill equipped to make. If possible it might be well to select a camp to which one of her friends is also going.

It may be that camp living, the social give-and-take on her own level, the easy intimacy of group life, the assurance that comes of having status "on her own," may be exactly what this child needs. On the other hand, there may be deeply rooted emotional difficulties which the camp situation or the separation from home may intensify. Such difficulties would have to be met in various ways, of which camp may or may not be one.

A girl of nine wants to go to camp this summer. Her mother, professionally engaged all winter, has looked forward to the summer vacation as an opportunity to have her child's companionship. Is she being selfish in resisting the camp idea?

At that particular age the desire to belong to a group is normal and healthy. If the relationship between mother and child has been satisfactory, the mother need not fear this separation, for the child will be likely to come back to her with a renewed interest and refreshed point of view.

On the other hand the summer does offer opportunities for sharing pleasures and developing closer family relationships which have also a valid claim, provided there is no attempt to monopolize the child's time and attention in these relationships. If the mother can so plan the summer as to incorporate some of the features of camp, a shared vacation need not result in deprivation either for her or for the child. It might prove possible to arrive at a happy compromise: a few weeks' camp experience, instead of a whole summer, may satisfy the child's need for this kind of adventuring.

Several eight- and nine-year-old girls have organized a "secret club" in which the accolade of membership is bestowed upon a privileged few. This is making for bad feeling in the neighborhood between the "ins" and the "outs," and spoiling the larger group activities. Should it be broken up?

"Secret clubs" at that age are inevitable wherever children meet. So also are some of the heart-breaks that go with them. The adult watching such a situation can only treat it with humor—but without ridicule—and permit it to work itself out until the children tire of it themselves. One might take active notice of it to the extent of pointing out to the favored ones—but without moralizing—that exclusion from the group is hurting other children, in a way that they themselves would not care to be hurt. Sometimes, too, the adult can be helpful by suggesting some constructive interest toward which to direct the club's energies—such as dramatics, for example—in the hope that such a redirection of purpose may call for larger membership and so tend to break down the bars of social exclusiveness.

In a self-contained summer community where all-day play groups are organized for the children, one girl of eleven refuses to join the groups even though this refusal will greatly limit her play companionship.

There may be several factors involved here, not the least of which is that this child may now have outgrown her interest in group play. She may already be developing toward more egocentric interests which she finds thwarted in the group. Other determining factors might relate to the nature of the group itself. Are there enough children of her own age to keep the play on her level? Are there other girls in the group with interests similar to her own? Are the activities those she really enjoys? Perhaps if the plan were made flexible, so that she might feel free to join the group at some times and not at others, she might thus have the social contacts without sacrificing her other interests.

Living in a "mixed" neighborhood, a mother is troubled because her nine-year-old boy loiters on the street to play with boys whom she considers undesirable, instead of coming directly home after school as instructed. How can this situation be handled?

In our heterogeneous modern communities we cannot protect our children forever from contacts with various kinds of people. A boy of that age needs group play with his fellows, and unless there is reason to suspect a really vicious influence, the boy is not likely to be damaged by these contacts beyond some inevitable but transitory effects on his language and manners. He is likely to be less hurt by these casual street contacts than by an aloofness based on an attitude of social superiority.

On the other hand it might be wise to offer him some activities and contacts that will interest him outside of the immediate neighborhood—not to force these upon him, but to give him more scope for the development of his own standards and discriminations.

Are week-end groups a satisfactory "way out" of the Saturday and Sunday problem for city children during the school year?

This would depend somewhat on the circumstances: a week-end group may be more desirable than its alternatives. If it takes the city child out into the open country with real opportunities for a more active life and closer nature contacts than would otherwise be possible, it may provide an excellent balance for city living. Such a plan need not, however, become a regular year-round program, but rather one which takes advantage of fine weather for occasional winter week-ends or spring camping.

In general one might say that a child who is at school all week needs some time for individual work and play. The constant pressure involved in being one of a group—no matter how freely organized—may become intensified by the continuance of the group over the whole seven days each week. Then, too, such over-programming of the child's time leaves little room for solitary or self-initiated activities or for that modicum of relaxed leisure which is so necessary to every individual. Besides, there are the special values of family living to be considered: usually the week-end affords the only opportunity for the family to be together with enough leisure for real contact. It is often the only time when the father can do things with the children. Under such circumstances the child who goes away from home every week-end misses much of the rich experience of family living.

The week-end group has definite values, provided the program may be adjusted in some way to consider the above factors.

A girl of fifteen who has greatly enjoyed the past few summers at camp prefers to stay home this summer. Her parents feel that she would be better off at camp than "hanging around" the city. Should they insist on her going?

It is not unusual for young people to weary of the group type of recreation at this age. Changing interests, the need for more individualized

expression, or the sheer desire for a different set of experiences—any or all of these factors may be influencing her choice of summer plans. In order to plan with her the most fruitful kind of vacation one would have to understand her reasons for preferring a city summer to camp life: does she crave more freedom, more solitude or more contact with boys than is possible at camp? Would a different kind of camp interest her—a smaller group, perhaps, or one with less regimentation or less emphasis on athletics? Understanding her motivation one can help her plan a summer that would most nearly meet her interests of the moment; but in no case would it seem helpful to coerce her into a plan because the adults feel it to be for her good, or because they cannot at the moment offer a suitable alternative.

Family picnics on holidays have been a long standing institution in one family. Now the son and daughter (aged sixteen and fourteen) prefer to accept other invitations. The father wonders whether he is justified in insisting that they come with the family, seeing that occasions for family fun together are so infrequent.

Would it be desirable if these growing children, given a choice, did *not* prefer to be with friends of their own age? It is rather a cause for parental satisfaction that the young people have developed normally in the phase of their adjustment expressed through the enjoyment of social contact with their peers. If the parents recognize and accept this as a natural development, the young people will be more ready to enjoy the family, too, when occasion brings them together.

Family "togetherness" is a thing of the spirit, hardly to be achieved by coercion. If there is a real bond of affection and mutual interest this is likely to survive and to find its own occasions for expression. As the children grow older, this expression will naturally take different forms and different occasions, without relation to particular holidays or to picnics.

STUDY MATERIAL: THE CHILD AND THE GROUP

TOPICAL OUTLINE

1. THE CHILD AS A GROUP MEMBER
   - The first group—the family
   - The preschool child's relation to other children
   - Various needs at different ages
   - The group and individual differences
2. TYPES OF GROUPS
   - Child initiated clubs and gangs
   - Adult organized and adult supervised groups
   - Clubs as part of a larger set-up—school, settlement, church, etc.
3. CONSTRUCTIVE USES OF THE GROUP
   - Development of common interests
   - Appearance of leadership
   - Adaptability as a group member
   - Personality adjustment among members
4. POSSIBLE DANGERS OF GROUPS OR GANGS
   - Over-regimentation
   - Unwise or vicious leadership
   - Anti-social practices
   - Exclusiveness and snobbishness

PROBLEMS

1. Observe three- to five-year-olds at play. Do they group themselves spontaneously? What degree of permanency is there in these groups? Is one child always leader? What seem to be the qualifications of leadership?

2. Can a group, whether it be family, or some other type of group, be so completely absorbing and satisfying to a child that he makes no effort to enlarge his circle?

3. Can a child feel too secure in a group? Does the group necessarily make for insecurity in other situations?

4. Where children are typical "joiners," who will ally themselves with any group that happens to be available and show very little discrimination in their choices, how can discrimination be developed and along what lines?

REFERENCE READING

Play in Education
By Joseph Lee — *The Macmillan Co.* 500 *pp.* 1923

The Gang
By Frederic M. Thrasher. — *The University of Chicago Press.* 592 *pp.* 1927

Two to Six
By Rose H. Alschuler — *Wm. Morrow & Co.* 160 *pp.* 1933

Leisure in the Modern World
By C. Delisle Burns — *Century Co.* 302 *pp.* 1932

The Education of the Whole Man
By L. P. Jacks — *Harper & Bros.* 155 *pp.* 1931

Managing the Home
By Mildred W. Wood, Ruth Lindquist and Lucy W. Studley. — *Houghton Mifflin Co.* 347 *pp.* 1932

The Home and the Child
White House Conference on Child Health and Protection. — *The Century Co.* 165 *pp.* 1931

Homemaking, Home Furnishing and Information Services
The President's Conference on Home Building and Home Ownership. Ed. by John M. Gries and James Ford. 238 *pp.* 1932

Recent Social Trends in the United States
Research Committee on Social Trends. McGraw-Hill Book Co. 1933
Vol. I, Chapter VIII—Changing Social Attitudes and Interests. *Hornell Hart.*
" XIII—The Family and Its Functions. *William F. Ogburn.*
Vol. II, Chapter XV—Childhood and Youth. *Lawrence K. Frank.*
" XVIII—Recreation and Leisure Time Activities. *J. F. Steiner.*

Book Reviews

Home Making, Home Furnishing and Information Services. Vol. X of the Report of The President's Conference on Home Building and Home Ownership. Ed. by John M. Gries and James Ford. 238 pp. 1932.

This report is one of eleven volumes resulting from the work of the President's Conference on Home Building and Home Ownership. It represents the work of three of the many committees, and contains their findings on the relation of housing to the problems of home making and family life, problems of home furnishing and decoration, and the nature of existing information services in this field with plans for their improvement and coordination.

The chapter on "Housing and Family Life in Cities," one of the outstanding contributions to the volume, was prepared by a special subcommittee, of which Mrs. Sidonie M. Gruenberg was chairman, from data submitted by members of the Child Study Association's study groups. Here we have a real picture of the problems and choices involved in securing housing facilities which will meet the varying and often conflicting needs of all members of the family group. And here we see plainly the need for flexibility in housing, not only as to locale and type of dwelling, but also in furnishing and use of the space.

This excellent little study of urban living is limited to data from the comfortable income class ($3,000 to $10,000) in order to suggest what problems are uppermost in people's minds when they have at least some financial leeway for making a choice in where they will live. To complete the picture of city living, one must obviously turn to another volume of the Conference report, that on *Slums, Large Scale Living and Decentralization.* What the present study does give is not a statistically complete report but an impression. It indicates the widespread concern over meeting the needs of children and the importance that their welfare is given in making such major decisions as, for instance, that between the city and the suburbs.

The report brings together a good deal of interesting information on existing conditions, especially in rural districts. We learn for example that two-thirds of the rural families studied are still without running water and that the absence of central heating is still very general, reducing the usable space for all but sleeping purposes to a fraction of the actual house-room in winter time. We learn of the need for better lighting, more closets and better arrangement of available space. We hear of the obvious need for better standards and wider education for home makers and for commercial interests.

But throughout the report there is a disturbing absence of economic reality. For after all, despite all the perfectly true things that can be said about the need for better standards and more information, despite all the things which might be done to improve existing houses if the money were available, the most serious difficulties in the way of adequate housing are economic, and of this the report says nothing at all.

H. G. S.

Educating for Citizenship. By George A. Coe. Charles Scribner's Sons. 205 pp. 1932.

This book is a direct product of the feeling, now everywhere gaining strength, that the present generation has a particular responsibility to prepare the next, both as pioneers and as citizens, for a society which may be vastly different from the one we know today. "What," asks Professor Coe, "are the schools doing to equip students for the problems which lie ahead?"

The failure to meet this challenge lies, he believes, both in the caliber and cultural equipment of the teachers who man our public schools, as well as in the organization which places public education at the mercy of politicians. Public education in the United States has become the bulwark of the status quo. Far from educating our youth in an understanding of the ever-developing and changing nature of society and of political concepts, our school systems almost universally discourage the type of education which may lead to fundamental inquiries into the social origins of existing institutions.

The response to a questionnaire circulated to a "country-wide sampling of graduate educators" is revealing testimony as to the social thinking of public school teachers: "Of the 675 respondents 33 per cent approved this proposition: 'In teaching the vital problems of citizenship teachers should so impress on the students the approved opinions in these matters that life's later experiences can never unsettle or modify the opinions given.' Thirty-seven per cent agreed that: 'For the sake of our continued prosperity teachers should endeavor to give students of suitable age a firm understanding and belief in the protective tariff policy.' Thirty-five per cent thought that: 'Histories

written for elementary or high-school use should omit any facts likely to cause students radically to question or doubt the justice of our social order and government.' Forty-one per cent expressed one aspect of their patriotism as follows: 'The practice of democracy, as developed in the United States, has no serious or far-reaching defects.' Another aspect of the patriotism of 63 per cent of these teachers comes out in this: 'During the dangers of impending war our government should firmly prevent any small groups of citizens from opposing, through public discussions or through publications, the government's most thorough preparation for the possible conflict.' The list, in its totality, is even more astounding than these few samples can make it appear."

Professor Coe feels deeply that public education is in need of a thoroughgoing reshaping in accordance with the democratic American society for which it is designed to prepare our youth. Since genuine understanding of social problems is gained largely through personal experience and participation, teachers themselves are in need of a more vital share in the making of curriculums and in the shaping of educational policies with a view to rescuing them from the intrigues of political jobbers. But the school has a function beyond that of imparting techniques and facts to the younger generation. The author repeatedly emphasizes the need for the school to accept its full responsibility as the place where young people get their earliest experiences in social living and social problems.

A. W. W.

BOOKS — A Selected List for Parents and Teachers

An annotated and carefully selected bibliography of the best standard and current books in parent education and related fields.

Prepared by the Bibliography Committee of the Child Study Association.

Price 35 Cents.

CHILD STUDY ASSOCIATION
221 West 57 Street, New York City

New Books

THE following books have been accepted by the Bibliography Committee of the Child Study Association since October, 1932. They have been incorporated in the Association's Library, which is devoted entirely to books on parent education, child study and related topics.

Adjusting the School to the Child (189 pages).....1932
By Carleton Washburne — World Book Co.

As I See Religion (201 pages)..... 1932
By Harry Emerson Fosdick — Harper & Bros.

The Beginnings of the Social Sciences (224 pages) 1932
By Mary M. Reed and Lulu E. Wright
Chas. Scribner's Sons

Behavior Aspects of Child Conduct (299 pages)..... 1932
By Esther Loring Richards, M.D. — Macmillan Co.

Case Studies of Present-Day Religious Teaching (295 pages) 1932
By Hugh Hartshorne and Elsa Lotz — Yale Univ. Press

Character Education (536 pages)... 1932
National Education Association

Character in Human Relations (367 pages)..... 1932
By Hugh Hartshorne — Chas. Scribner's Sons

Child Care Today (320 pages)..... 1932
By Béla Schick, M.D., and William Rosenson, M.D.
Greenberg Publishing Co.

The Child in Home and School (147 pages)..... 1932
By Florence M. Surfleet — Headley Bros.

Child Psychology (439 pages)..... 1932
By Buford J. Johnson — Charles C. Thomas

The Children We Teach; Seven to Eleven Years (176 pages) 1932
By Susan Isaacs — Univ. of London Press

Educating for Citizenship (205 pages)..... 1932
By George A. Coe — Chas. Scribner's Sons

Education Through Recreation (155 pages)..... 1932
By L. P. Jacks — Harper & Bros.

First Experiences with Literature (162 pages)..... 1932
By Alice Dalgliesh — Chas. Scribner's Sons

Infants and Children: Their Feeding and Growth (424 pages) 1933
By Frederic H. Bartlett, M.D. — Farrar & Rinehart

Leisure in the Modern World (302 pages)..... 1932
By C. Delisle Burns — Century Co.

L'Organisation de l'Instruction Publique Dans 53 Pays (374 pages)..... 1932
Geneva Bureau International Education

Man as Psychology Sees Him (376 pages)..... 1932
By Edward S. Robinson — Macmillan Co.

Managing the Home (347 pages)..... 1932
By Mildred W. Wood, Ruth Lindquist and Lucy A. Studley — Houghton Mifflin Co.

Marriage (552 pages)..... 1933
By Ernest R. Groves — Henry Holt & Co.

The Moral Judgment of the Child (418 pages)..... 1932
By Jean Piaget — Harcourt, Brace & Co.

National Conference of Social Work (694 pages) 1933
Univ. of Chicago Press

Our Children: A Handbook for Parents (384 pages) 1932
Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg — Viking Press

The Parent and the Happy Child (290 pages)..... 1932
By Lorine Pruette — Henry Holt & Co.

(*Continued on page 246*)

In the Magazines

Activities for Unemployed and Unoccupied Young People. Recreation, April 1933.

A report giving detailed information about activities inaugurated in different localities—how the schools, libraries, "Y's," art centers and other agencies cooperate.

Amusing the Convalescent. By Regina J. Woody. The Parents' Magazine, April 1933.

Helpful suggestions are offered to the mother or nurse to make convalescence pleasurable.

Analyzing Problems in Child Rearing. By Sidonie M. Gruenberg. The Parents' Magazine, April 1933.

The writer emphasizes the importance of a "long view" attitude in the parents' relation to the child, based on an understanding of the child's growth and development and the particular situation involved. A number of instances illustrate situations where immediate remedial measures to correct seeming behavior discrepancies, applied without understanding of the underlying causes, would have added to the difficulty and confusion.

Artless Artisans. By A. Cooper Ballentine. The Camping Magazine, April 1933.

Mr. Ballentine makes a plea for the integration of camp activities in arts and crafts with camp living, instead of "isolated activities" for rainy days. Practical suggestions are offered. The entire issue of this magazine is devoted to arts and crafts.

Controversial Social Issues—What Shall the Schools Do About Them? By Horace M. Kallen. Progressive Education, April 1933.

Dr. Kallen believes that the school should take a stand on controversial issues through its teaching staff, and, in turn, through their relation to the student. He would require "that the teacher cease to be a split personality and function in the schoolroom at once as a human being and as a pedagogue."

Educating Father to Be a Parent. By LeRoy E. Bowman. Journal of Adult Education, April 1933.

Inherent situations relating to the policy of the United Parents' Association of Greater New York are considered in this presentation. The question is: How can both parents, father and mother, in view of diversity of interests, take their part in parental education? The writer presents the committee's plans of procedure.

Education and Our Present Social Problems. By John Dewey. Educational Method, April 1933.

In the light of past experiences and experiments in matters of social reform, Dr. Dewey introduces his paper with the questions: "What is the method by which educators should approach them?" (the social problems), and "Whence shall the educators derive their objectives?" As educator, "whether teacher or administrator, he must concern himself with economic interests, conditions, needs, possibilities and plans for reconstruction." "Social problems are not something outside of him and his work, but are directly his own concern. . . . because of education itself."

Mental Hygiene Significance of Physical Education. By Harriet E. O'Shea. Journal of Health and Physical Education, March 1933.

Physical education, more than any other part of the school curriculum, is in a strategic position "to help build up a train of successes" essential in the child's personality growth. The importance of the child's personality needs is stressed.

Parent-Child Relationship. By Ralph P. Bridgman. Childhood Education, April 1933.

Two fundamental ideas are discussed here — "the primary obligations of parents today" and "the value of emotional integrity." The former concerns itself with understanding the child's behavior actions, and, the latter, the ability of the parent to feel with the child's thoughts and feelings.

Parent-Child Relationships. By Maria B. Te Water. The New Era, April 1933.

Dr. Te Water takes into account the "emotional, mental and social bond" and illustrates with home observations the behavior reactions created in parent-child relationships.

School and Home. January-March, 1933.

The entire issue is devoted to a consideration of "Children's Books." Mr. Percival Chubb leads the contributions with an article entitled "Books: Their Use and Abuse by Parents and Children."

News and Notes

Group Activities in Summer Play Schools

This business of happy living together for children is a stock phrase frequently heard, but one which all too seldom raises the question of how or when or under what circumstances. It can hardly be said that when a group of boys and girls spends two or three hours daily playing games just this is really living together. But when, as in the Summer Play Schools, children of many racial backgrounds spend eight solid hours daily enjoying a program which involves mutual planning for play, work, lunch and rest, then we can perhaps ask ourselves whether these children are not really having the experience of living together, and we can search for outcomes of that experience.

For a number of years the Summer Play Schools Committee of the Child Study Association has fostered this kind of vacation opportunity, especially in New York City. When summer comes children who have been grouped together in school are automatically freed—and freed for what? For the more fortunately placed children, the summer offers new and varied opportunities for group living—in traveling together, at camps or in family treks. But for those less privileged, the summer time offers little else than the streets and playgrounds scattered through the city. "Fresh air" camp opportunities are a boon; but after all, while many clamor to go, there is room for only a few and those chosen go for a very short time. One effort to meet this need has been the development of Summer Play Schools. These schools are conducted by a number of organizations throughout the city, with help from such city departments as the Board of Education.

A carefully supervised and well directed activity program, flexible enough to meet varied needs with such respites as lunch, rest, showers and afternoon milk, fills the day. Children of varied nationalities and races, grouped according to ages, thus come together, to live, play and share their experiences. Supplies and materials to work with are of necessity rather meager and limited and herein lie real opportunities for group learning.

If you could stand outside any Summer Play School in the congested East Side some morning early in July and see crowds of children of varied races and nationalities standing outside the door, you might wonder how, with their well known racial antagonisms, this heterogeneous horde of little people will ever be able to be happy under one roof. Yet if you entered the school, you would find these same children, Italian, Polish, Russian, Chinese, discussing their plan for the day or perhaps working together on some project, to which every child gives from his own background.

Not only do the Play Schools offer opportunities for group living to the children, but they draw in the parents as well, so that these may carry into the home some of the Play School practices making for happier family relationships. These parents meet throughout the year, under leadership of staff members of the Child Study Association, to discuss the problems of everyday living together. These parents are of mixed nationalities and backgrounds and while they are talking over home situations they all must meet, the give-and-take of experiences contributes much toward increasing the tolerance of their own group living.

Advance Announcement

CHILD STUDY ASSOCIATION
FORTY-FIFTH ANNIVERSARY

Special Fall Conference

Demonstration Study Groups

October 16---Headquarters

Annual Conference

The Family and Its Functions Today

January 19-20—Hotel Pennsylvania

Conference Dinner—January 19

These two important conferences will form an integral part of the Association's annual series of lectures and conferences. The complete program will be announced in September.

Two Coming Meetings Under The Association's Auspices

The Seventh Annual Conference of the Summer Play Schools Committee will be held at Essex House, 160 West 59 Street, New York City, on May 20. The meeting will open at 11:00 A.M., with Mrs. Fred M. Stein presiding. "Education through Recreation" will be the topic at the morning session with Willard W. Beatty as speaker and Mrs. David M. Levy as chairman; after luncheon Martha Peck Porter will speak on "How the Teacher Affects the Child's Personality" and Mrs. Hugh Grant Straus will preside.

The fifth Annual Conference of the Inter-Community Child Study Committee will be held at Headquarters on Saturday, June 3. A brief morning business meeting for committee members will be followed by afternoon, dinner and evening sessions at which discussion will center around the various types of conflicts arising during adolescence. Baltimore, Englewood, Montclair, Tuckahoe, Brooklyn and New York will be represented.

Major Issues at Summer Conferences

Important conferences bearing directly on problems of home and school will be held in the near future in many parts of the country.

The American Association of Adult Education will hold its Annual Meeting in Amherst, Massachusetts, May 22-24, and will discuss questions related to such phases of community living as rural life and racial cooperation.

The American Child Health Association will meet at Ann Arbor on June 20 for its seventh health education conference to discuss practical problems in connection with present school health programs.

The seventh Iowa Conference on Child Development and Parent Education will be held in Iowa City, June 20-22, under the sponsorship of the Iowa State Council for Child Study and Parent Education. The program emphasizes the place of public schools in child development and parent education. An Institute for child study leaders will be held June 19-24 in connection with the Conference.

The twenty-sixth annual meeting of the American Home Economics Association is scheduled for June 26 in Milwaukee. The topic will be "Home Economics in a Modern World," with special reference to the adaptation of home life to present conditions.

The Association for Childhood Education expects more than a thousand kindergarten and primary teachers at its annual convention in Denver, June 28-July 1. The program will include meetings on Education and Presentday Needs, Preserving the Morale of the Teacher, Meeting the Present Emergency in Education, and The Child and the Poet.

"The Evaluation of American Education" will be discussed at the seventy-first annual convention of the National Education Association in Chicago, July 1-7. Economic conditions as they affect public education, educational leadership, the personnel of the teaching profession and new evaluations of education and its results, will be considered.

During the Century of Progress Exposition in Chicago, the National Council of Women of the United States will hold an International Congress, July 16-22, on "Our Common Cause—Civilization."

Cooperating for Parent Education in Philadelphia

The Parents' Council of Philadelphia, which has functioned for seven years as an independent body, has joined the Institute of the Pennsylvania Hospital to continue and extend its work in parent education. The Board of the Council will become a Committee of the Institute to supervise study groups, lectures and the library. It is expected that this consolidation will make for economy in management, and that the individual treatment which is now being carried on at the Institute and its Franklin School will be supplemented by the highly important methods of group education.

Schools for Parents

A School of Family Relationships is being held by the Department of the American Home of the State Federation of Pennsylvania Women at Dickinson College in Carlisle, on June 26-30. The program includes courses on Personality Adjustments in Marriage, Child Development, Sex Education, Character Education, Mental Hygiene of Family Relationships and Home Environment. The staff includes Mrs. Mulford Stough, Director, Dr. Russell I. Thompson, Dean, Dr. Charlotte Easby Grave, Consultant. Instructors will also include Sidonie Matsner Gruenberg, Emma Johnson, Marion M. Miller and Dr. Valeria H. Parker. There will be additional lectures by Mrs. Richard J. Hamilton, Grace Morrison Poole, Dr. Leon C. Prince, Dr. James N. Rule and Dr. Karl T. Waugh.

A "School for Parents," sponsored by the Parent Teacher Association and the Mother's Club, was held in Clarksville, Tennessee, from March 28 to April 6. It enrolled over 100 mothers for the entire course of six meetings which were held at the Austin Peay Normal School. Three courses were offered—Infant and Home; Child, Home, School; and Adolescent, Home, School and Community. An unusually practical and

complete outline was prepared in mimeographed form under the title *The Whole Child;* this will be particularly suggestive to everyone interested in preparing simple, inexpensive, but authoritative material.

Vassar Institute of Euthenics

Vassar College will hold its eighth annual Institute of Euthenics from June 28 to August 9, 1933, offering a program of courses, lectures, discussions and personal conferences to teachers, parents and to others interested in the family and its relationships. A nursery school for children from two to five years old will be conducted, and also, if registrations justify it, a school for older children.

Outstanding Books for Parents

On the recommendation of a committee of leaders in parent education and child study, The Parents' Magazine has presented its seventh annual medal awards for the best books for parents published in 1932 to: *Our Children,* edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg, published by The Viking Press; and to *The Parent and the Happy Child,* by Lorine Pruette, published by Henry Holt and Company. Honorable mention is also made of the following: *Infants and Children—Their Feeding and Growth,* by Frederic Bartlett, M.D., published by Farrar and Reinhart; *Normal Youth and Its Everyday Problems,* by Douglas A. Thom., M.D., published by D. Appleton and Company; *Behavior Aspects of Child Conduct,* by Esther Loring Richards, M.D., published by the Macmillan Company; and *Your Child and His Parents,* by Alice C. Brill and May Pardee Youtz, published by *D. Appleton and Company.*

Timely Reading on Vacation Needs

To help parents in the intelligent selection of camps, the Child Development Institute of Teachers College, Columbia University, has just published a pamphlet, *Summer Camps, A Guide for Parents,* edited by Beulah Clark Van Wagenen of The Family Consultation Bureau. It may be obtained for 25c from The Family Consultation Bureau, 514 West 126 Street, New York City.

The Children's Book Committee of the Child Study Association has revised the mimeographed list of *Inexpensive Books for Children,* bringing it up to date. Copies are available at 5c each.

A bibliography on *The New Leisure—Its Significance and Use* has recently been published by the Library of the Russell Sage Foundation as No. 117 of its series of Bulletins. It may be obtained for 10c; the address is 130 East 22 Street, New York City.

The Forty-Fifth Anniversary of the Child Study Association is being celebrated in 1933. Now, as in the past, its work is dependent upon the support of those whom it serves.

As a reader of CHILD STUDY you have shared in the Association's services. As a reader of CHILD STUDY you will want to help in supporting it at a time when its services are needed as never before.

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WINS	May	15th	3:45 P.M.
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WOV	"	22nd	5:15 P.M.
WOR	"	23rd	9:30 A.M.
WINS	"	29th	3:45 P.M.
WEAF	June	5th	3:00 P.M.
WINS	"	5th	3:45 P.M.
WEAF	"	19th	3:00 P.M.

CHILD STUDY ASSOCIATION

Child and Universe

My heart leaps up when I behold
A rainbow in the sky:
So was it when my Life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
William Wordsworth

Child and Universe. By Bertha Stevens. The John Day Co. 249 pp. $3.75.

Whether or not the reader agrees with Bertha Stevens' thesis that the study of the universe must at a certain point in the child's early education be given prominence in the course of study, he will find in her book the reflection of a singularly alert and beautiful personality. Her book glows with a passion for beauty and truth, rhythm and order. She has a zeal for arousing in children the awareness that they are "at one with the universe and a part of its cosmos."

Education to her is no narrow training in techniques nor infiltration of facts. "Perhaps education has no greater gift to mankind than that of putting into his childhood a wedge of rational wonder, a glimpse of the pageant of beauty and marvelousness with which nature will unfold endlessly, before eyes that see and minds that will receive." Natural science viewed this way can never degenerate into mere pedantry. Facts are necessary to increase "rational wonder," but the child must react to facts rather than merely memorize them. The study of the universe, according to Miss Stevens, has high social value if it makes individuals "finer in their feeling, broader in their understanding, and better equipped to share experience."

The carefully planned outline included in the book demonstrates how a natural science program for children from seven to nine can be articulated with a general curriculum, correlated with poetry, pictures, dramatics and rhythms. Nine years of experience make her plan more than a merely theoretical one. There are countless practical suggestions for the teaching of science. The problem of finding teachers imbued with such love of the world unfortunately remains unsolved.

Parents as well as teachers will do well to read this book; it is an enriching experience.

Seeing the Unseen. By Robert Disraeli. The John Day Co. 142 pp. $2.00.

This book is a most welcome departure from much of the writing for young children in the realm of na-

tural science. It presents essential facts without adornment, and the sheer marvelousness of nature is permitted to speak out without being encumbered by multitudinous words and sentimentalized interpretations. Mr. Disraeli takes familiar objects, organic and inorganic, puts them under a microscope and explains clearly and concisely the essential facts and functions of the seen and the unseen.

The anatomical parts of insects, one-celled animals and plants, hair, teeth, blood, sugar, paper and wool, are magnified to show what the invisible world is like. The illustrations, photo-micrographs, are not very clarifying but they are provocative, and the author undoubtedly intended them to make the young student want to see for himself. The book tells where to look, what to do and how to go on.

The Year Round. By C. J. Hylander. G. P. Putnam's Sons. 273 pp. $2.00.

Other naturalists have been more poetic, more philosophic, more literary than Mr. Hylander, but they have not surpassed him in presenting essential facts in orderly arrangement with an economy of words, in one convenient volume. *The Year Round* is a comprehensive nature guide that manages to escape superficiality in spite of a tremendous range, because the author has a feeling for essentials and an orderly mind. The arrangement of material according to seasons is a happy one and the charts for identification are excellent. The idea of giving specific instructions for seeking certain specimens, at a given time in a given place, is helpful. The appendix contains suggestions for a reference library that is so selective as to simplify choice. Altogether this is an invaluable book for nature students who wish a reference library in one volume. C. F. B.

Trains—Streets—Boats and Bridges. Edited by Lucy Sprague Mitchell. The John Day Co. $.20 each.

In these three booklets the leading exponent of the here and now in children's stories has developed her idea in a new way—most successfully—for children under seven. The *Here and Now Story Book* presented a varied selection of realistic stories mostly about the city. In this new publication, Mrs. Mitchell has grouped each booklet about one point of interest.

In *Streets* we find the sights and sounds and daily rounds of the city's humming life described most

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accurately. In *Boats and Bridges* the same technique is used. Here the subject matter—all the watercraft of New York Harbor and the George Washington Bridge—may be less familiar to some children, but the stories are no less dramatic. In *Trains* we have not only the sounds and mechanics of railroading, but also its relation to the daily routine of the city.

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Mrs. Mitchell rightly assumes that the personalization of familiar things is always fascinating to children and helps to make them more aware of the adventure in their daily living. Any confusion that this treatment of the familiar might cause is obviated by the set of eleven excellent and descriptive photographs which accompany each booklet.

Although these booklets are packed with information, and are probably intended primarily for classroom use, both style and content so admirably meet the needs of the realistically minded child that they will undoubtedly be treasured by their young listeners for home reading as well. J. B.

New Books

(*Continued from page* 239)

Parent Education: Third Yearbook (228 pages) 1932
National Congress of Parents and Teachers

Proceedings. Iowa White House Conference on Child Health and Protection (506 pages) 1932
Iowa White House Conference

Proceedings of the 36th Annual Meeting (434 pages) 1932
National Congress of Parents and Teachers

Prospecting for Heaven (185 pages) 1932
By Edwin R. Embree — Viking Press

Remakers of Mankind (339 pages) 1932
By Carleton Washburne — John Day Co.

Responsibility: Its Development Through Punishment and Reward (198 pages) 1932
By Laurence Sears — Columbia University Press

The Right Book for the Right Child (357 pages) 1933
By American Library Association — John Day Co.

The Sex Technique in Marriage (160 pages) 1932
By I. E. Hutton, M.D. — Emerson Books

The Story of Sex (167 pages) 1932
By Helena Wright — Vanguard Press

Talents and Temperaments: The Psychology of Vocational Guidance (211 pages) 1933
By Angus Macrae — D. Appleton & Co.

The Technique of Progressive Teaching (405 pages) 1932
By A. Gordon Melvin — John Day Co.

Training and Growth in the Development of Children (73 pages) 1932
By Arthur T. Jersild — Teachers College

Two to Six (160 pages) 1933
By Rose H. Alschuler — Wm. Morrow & Co.

The Way of All Women (335 pages) 1933
By M. Esther Harding, M.D. — Longmans, Green & Co.

Youth and Sex (299 pages) 1933
By Meyrick Booth — Wm. Morrow & Co.

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All the advertising printed in CHILD STUDY *has been carefully selected because of its genuineness and high standing. Books and products here advertised have the approval of the Child Study Association of America. Schools and camps listed have signified a desire to carry out the principles of progressive education.* CHILD STUDY *is glad to render, through its advertising pages, this specialized service to discriminating parents.*

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